

**Supervision Scheme of Work:**

Supervision is required in the area of child protection to allow staff dealing

with our most vulnerable and at-risk children the opportunity to reflect on the

progress of the case, the individual needs of the child and to seek support and

direction in ensuring that there is no drift or delay in meeting agreed outcomes

for the child or family in relation to the child protection process.

Supervision is not solely for the purpose of individual case discussion and

should not be task and action led. It should allow individuals working with

highly complex and often heavy caseloads in the area of child protection an

opportunity to reflect on their individual practice and be critical of the effect the

child protection system is having on the child and family. Ultimately it should

allow the professional ‘time-out’ to consider with either a colleague/supervisor

whether the outcomes set out for the child in the child protection process are

being met and that the individual needs of the child are considered at every

opportunity.

The following is a six-session scheme of work set up for use as Group Child

Protection Supervision. Whether the scheme is used in house or in cluster

settings, the topics are current and relevant to issues in existing practice. The

Scheme of work identified should be used in an agreed 2-hour Supervision

Session, once per half term and it also identifies basic to intermediary

discussion dependent on the level of experience of the Designated

Safeguarding Lead/ Nominated Deputies within the setting/cluster and may

also be revisited annually with the extension activities.

The themes are set out below and should run in an academic year from

September to June.

**Themes**

**Year 1 Scheme of Work**

**Autumn Term**

First Half Term Legislation and Policies and Procedures.

Second Half Term Professional and Reflective Practice

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**Spring Term**

First Half Term Managing Challenge-with Professionals and Parents.

Second Half Term Voice of the Child.

**Summer Term**

First Half Term Managing and dealing with risk.

Second Half Term Generic Case Study: Sexual: Sexual Exploitation and

Missing Young People.

**Autumn Term - First Half Term**

Topic: Legislation and Policies and Procedures

Aim and Objective: The aim of this session is to consider the relevant

legislation and policy/procedural guidance available to the setting in

supporting decision making in Child Protection.

Purpose: It is important to review this at the beginning of the Academic Year

so that Designated Safeguarding Leads are clear about the support available

in decision making including local guidance.

Documents required to support this module:

Access to the Children Act 1989

Access to the LCSP Child Protection Procedures including Timescales.

Access to the LCSP Thresholds guidance.

Learning Outcomes: Most practitioners will have a basic understanding of the

legislation and local procedures available to them in supporting decision

making in Child Protection. Most practitioners will be able to refer to this

when challenging decision making in Child Protection and apply it when

making safeguarding referrals and using the professional resolution process.

Some Practitioners will have a more extensive understanding of the

procedures and policies and be able to apply this knowledge to Child

Protection Reports and Reviews. Some practitioners will feel confident from

their knowledge and experience when making formal challenges.

**Case Study**:

Hayley is 15, Michael is 11, Jonny is 9 and mother, Jennifer is currently 18

weeks pregnant. The oldest three children were made the subject of a Child

Protection Plan 9 months ago under the category of neglect due to mother’s

alcohol misuse and transient lifestyle. Hayley has a different father to Michael

and Jonny who have the same father and it is not known who the father to the

unborn child is. Initially in the first 3-6 months Jennifer made progress with

the plan but in the last 12 weeks she has begun to deteriorate and the core

group believe her to be misusing alcohol again. Hayley is not managing the

situation well and has began to use substances and go missing from home

and education. Jennifer has threatened to ‘put her into care’. The social

worker for the case is now the third to be assigned to the case and many of

the tasks of the protection plan remain outstanding.

**Discussion Point (Basic)**

Consider the above case study.

What further information do you need and are you lacking that could support

further decision making in this case?

What are your biggest concerns regarding this case?

Plan logically, your next actions as core group members of this case?

What legislation and policies and procedures could support you with this case

and how?

**(Intermediary)**

Subsequently from the positive actions of the core group members, the case

moves into the Public Law Outline and preparation for Court Action is

underway.

What work would you expect the Social Worker to be undertaking at this

stage?

What questions might the Core Group have?

If PLO proceedings are delayed whom can the core group seek advice from

and what procedures would support challenge?

**(Extension)**

Download your LCSP documents including threshold guidance, resolving

professional differences, the birth arrangements form and child protection

procedures. Take the additional time to familiarise yourself with the

documents and where they are accessible. In your group, develop the above

scenario however you may wish and complete the professional differences

proforma using that information and any of the supporting

documentation/legislation to highlight your concerns.

**Autumn Term - Second Half Term**

Topic: Professional and Reflective Practice

Aim and Objective: The aim of this session is to consider professional and

reflective practice in the area of Child Protection and to allow practitioners the

opportunity for time out to develop skills in reflection to support making

decisions in Child Protection, to ensure that they continue to be critical and

question their own practice.

Purpose: It is important to consider these skills at the beginning of a busy

academic year and to factor time into supervision to allow practitioners the

opportunity to discuss any issues they may have about their own practice

Documents required to support this module: none required.

Learning Outcomes: Most practitioners will be able to consider basic practice

issues and apply this to their own individual cases, reflecting and being critical

of their own decision making and progress within Child Protection. Most

practitioners will then be able to continue to make opportunities in further

supervision to reflect and remain analytical and critical of the future progress

of cases in Child Protection.

Some Practitioners will be able to acknowledge common themes or issues

that occur within Child Protection that hinder critical reflection and be able to

make changes to their own practice to ensure that progress is made in Child

Protection. Some Practitioners will develop the skill of critical self reflection

that will ensure that outcomes for children are not hindered by lack of action

or delay in the Child Protection process.

**Case Study:**

Kevin is 12 years old and is regularly truanting from school. Although he

started school well, there was an initial issue with bullying, shortly followed by

the breakdown in his parents marriage due to significant domestic violence,

which led to him becoming the subject of a child protection plan. Since this

time Kevin has attended school sporadically and his academic progress has

been hindered. Kevin had a good relationship with you and would seek you

out for support particularly with the bullying matter, but since you have had to

address his attendance issues with him, when he has been at school or you

have visited his home he refuses to speak to you. You have continued to

support Kevin’s mother who is trying to get Kevin to school but struggles with

his attitude, which can be aggressive and she is also having continued

harassment from Kevin’s father and has mental health issues herself. A

member of staff overheard Kevin telling a friend that you used to really listen

and understand but now you are only bothered about getting him into school

and have sided with his mother and you haven’t got a clue about what is

going on at home. Kevin refuses to attend any core group meetings.

**Discussion Point (Basic)**

Consider the above case study.

Reflect on your role in this case-

What is positive about the work you have done with Kevin/family?

What could you/would you have done differently?

Can you identify any opportunities where you could have rectified your

actions?

What could you do now to support Kevin/family?

Be critical of your role here, if you were in a similar position again what would

you do differently?

**(Intermediary)**

At the next core group, the social worker informs that father and mother have

continued their relationship and lied to professionals. During a heated visit,

Kevin shouted at the Social Worker, ‘why do you think I’m not going to

school?’

How does this information impact on your view of yourself and your role within the family?

What would you now do following this additional information?

What would this case study make you reflect on regarding your current and future practice in Child Protection?

**(Extension)**

Critically reflect on your most difficult experience in Child Protection, in

particular where elements of disguised compliance have been present.

Discuss and share the experience in the group. Highlight 5 things that you

have done differently in your own practice since this experience. Highlight

another 5 things that following this further group discussion will help you to

reflect on your work in child protection.

**Spring Term - First Half Term**

Topic: Managing Challenge-with Professionals and Parents

Aim and Objective: The aim of this session is to develop skills in the area of

dealing with challenge from parents and professionals in child protection.

This session will give practitioners the opportunity to reflect on

professionalism and managing frustration.

Purpose: Managing challenge from parents and professionals can often

create anxiety for practitioners. It is important to reflect on skills and

experience in handling one of the most difficult elements in Child Protection.

Documents needed to support: LSCP professional resolution

process.

Learning Outcomes: Most Practitioners will be able to develop critical skills in

managing conflict in situations and be able to apply this to every day practice

in Child Protection. Most Practitioners will feel empowered through

understanding processes to be able to challenge professionally and safely for

the well-being and progress of the child.

Some Practitioners will feel confident in challenge and be able to build on

already existing skills in managing conflict. Some practitioners will feel

confidence and empowerment through knowledge of existing processes to be

able to identify the need to use challenge in a more timely manner to maintain

the focus on the child.

**Case Study:**

Annabelle is 6 and Sophie is 4 and they have been the subject of child

protection plans for 12 months under the category of neglect due to mother’s

(Sheila) substance misuse and concern around her current partner (Greg)

who is a known drug dealer and is aggressive. Greg is not the father of

Annabelle and Sophie. At the last review (9 months) it was agreed that the

case would go into pre-proceedings due to lack of progress and commitment

to the child protection plan from Sheila and Greg. However, the social worker

is now on long term sick and the new social worker took over the case at the

last review 3 months ago. No further progress has been made and the social

worker has limited knowledge of the case and has not visited the family home

since taking over the case. The social worker cancelled the last core group

and you know from the other core group members that everyone is

dissatisfied with the progress. At this month’s core group in school Sheila

gets irate when the meeting starts late, begins shouting at professionals that

nothing has happened in the last three months and refuses to sit down. Greg

becomes personal towards the Social Worker and mutters obscenities under

his breath.

**Discussion Point (Basic)**

Consider the above case study.

This situation is occurring in your school, what would you do?

How would you manage Sheila / Greg?

What environmental / safety factors would you have to consider?

If the situation cannot be calmed, what would you do next?

What safety planning would you consider for further meetings?

Once Sheila and Greg are off the premises, how would you deal with

professional challenge?

What steps would core group members take next?

**(Intermediary)**

At the next core group Sheila and Greg do not attend and you get a message

into the school office stating Sheila won’t come back again unless there is a

new Social Worker. The Social Worker has made no progress with the case

and core group members raised their concerns at the last meeting. The

Social Worker becomes defensive and states she has too many other cases

and because of the lack of co-operation from parents she is struggling to

make progress.

How would you handle this challenge?

What could Core Group members do next?

What would you do about Sheila and Greg?

Which other professionals might you contact for advice?

What can Core Group Members do next to highlight their concerns?

Consider and discuss the professional resolution process (from month 1) and

your confidence in using it effectively.

**(Extension)**

Consider your skills and experience in Child Protection, what strategies have

been successful for you in managing conflict and challenge, why were they

successful? What strategies have you used that were ineffective and why?

What part of existing processes that support managing challenge are you most confident in and why? What are you least confident about and how can you change this?

**Spring Term - Second Half Term**

Topic: Voice of the Child

Aim and Objective: The aim of this session is to support practitioners in

always reflecting on the voice of the child, to ensure that in child protection we

remain focussed on the child’s needs. The aim of this session is to support

practitioners in being able to identify what those individual needs of the child

are and the best placed person to support the child in having their voice

heard.

Purpose: In Child Protection the issues and concerns of the parents often

dominant the impact on the child and the child becomes ‘lost’ in the system.

The purpose of this module is to support practitioners in reflecting on how the

child protection process impacts on the child.

Documents needed to support this module: LSCP child focussed documents

e.g. for Child Protection Conferences and Reviews.

Learning Outcomes: Most Practitioners will be able to identify with the needs

and the voice of the child and apply it to their own practice. Most practitioners

will be able to develop skills in gaining the child’s voice including use of the

LSCP procedures for Child Protection Conferences and Reviews.

Some Practitioners will be able to critically reflect on the voice of the child,

highlighting and analysing what the child actually means or their interpretation

of the child’s voice through experience and relationship with the child. Some

practitioners will feel empowered to reflect on the child’s voice despite any

conflict it may have for parents or other professional’s views.

**Case Study:**

Damian is 9 years old he is the oldest of four younger children. Damian

consistently attends school in poor school uniform, smelling dirty and looking

unclean. He and his siblings have now been the subject of Child Protection

plans for 3 months under the category of neglect. Damian is withdrawn and

isolated from his peers and does not engage with adults well. He presents as

a lonely, unhappy boy and only becomes animated when speaking about his

younger siblings.

Discussion Point (Basic)

Consider the above case study:

How would you gain the voice of the child?

How do you think Damian is feeling and what skills and tools would you use to

get Damian to tell you how he is feeling?

How would you represent Damian’s views at a child protection conference

and review?

Which other professionals might you seek advice/information from?

How would you engage the parents in seeking Damian’s voice?

On a practical level, how could you engage Damian to interact and feel more

involved in school life?

**(Intermediary)**

Before the next review Damian tells you that there is not a lot of food at home

and that he often goes without breakfast so his younger siblings can have

milk. He is worried about how you will share this in the meeting with his mam

and dad present.

What would you say to Damian following this disclosure?

How would you represent Damian’s views at the meeting?

How would you manage any conflict/acrimony from parents or other

professionals who may disagree with the information?

How would you continue to support Damian/manage the situation following

the meeting?

How would you empower Damian to continue to share his views with you,

despite any difficulties it may cause?

**(Extension)**

Critically reflect on an experience you have had in seeking the child’s voice.

What worked well and what did not work well in this scenario? In the future

how would you handle situations like these and would you do anything

differently? Imagine you are a child like Damian, what would empower you to

feel listened to, supported and your voice heard?

**Summer Term - First Half Term**

Topic: Managing and dealing with risk

Aim and Objective: The aim of this module is to support practitioners in

understanding and managing risk to young people and to support individual

young people in maintaining their own safety as well as others without

isolating them.

Purpose: Often young people engage in risky or risk taking behaviour that

poses a risk to themselves and others. It is important that the level of risk is

managed safely to allow the child to understand the boundaries of behaviour

in a ‘normal’ environment, without practitioners seeking to immediately

exclude or isolate the individual.

Documents needed to support to support this module: Person posing a

risk tools and risk assessment.

Learning Outcomes: Most Practitioners will be able to develop effective risk

assessments that consider and manage risk to both individual pupils as well

as all pupils without isolating individual pupils. Most practitioners will feel

confident with managing and dealing with risk, including via multi agency

support so that individual young people don’t feel vilified but that everyone

within the environment can feel safe and secure.

Some Practitioners will be able to feel confident in managing daily risk or

increased risk through experience of use of the tools and through dealing with

risk in a multi-agency, planned way. Some practitioners will feel confident in

fully involving, professionals, parents and the young person in identifying their own risk and reviewing strategies and will be able to deal with risk openly,

without fear of the young person’s actions or future conflict.

**Case Study:**

Gemma is 13 and has engaged in sexualised behaviour in school with male

pupils of her own peer group, including sexual touching in the year 9 girl’s

toilets and out on the school playing field at lunchtime. Gemma is the subject

of a Child Protection plan under the category of emotional, having disclosed

historic sexual abuse by an uncle which occurred 3 years ago and recently

making two attempts on her own life by taking paracetamol and other

substances. It is suspected she may have used substances on school site.

**Discussion Point (Basic)**

Consider the above case study.

What current risk does Gemma pose to herself and other pupils?

Can this level of risk be managed?

How can this risk be managed?

Using the risk assessment tool, develop a risk assessment for Gemma.

What strategies can Gemma use to manage her own risk?

How can you ensure the safety of other pupils?

Which other professionals could you involve at this stage and how would you

incorporate them into the plan?

**(Intermediary)**

Following the last meeting Gemma comes to see you to inform you she took

ecstasy last night and 6 paracetamol this morning.

Following seeking immediate medical advice what would your next course of

action be?

Who should be involved in reviewing the risk assessment?

What further support could be offered to Gemma?

Is this risk manageable, if so, how so?

What further work may you do in a whole school approach to address risk to

all pupils?

**(Extension)**

Consider the above scenario. How can risk be managed positively and

effectively? What are the real underlying issues here and how would you

address them? Be honest about your own experiences of managing risk, how

did you provide a fair approach to all and knowing what you know now what

would you do differently?

**Summer Term - Second Half Term**

Topic: Generic Case Study: Sexual: Sexual Exploitation and Missing Young

People

Aim and Objective: The aim of this session is to explore in more detail the

area of Sexual Exploitation and Missing Young People. The session will allow

practitioners the opportunity to explore strategies for dealing with this area of

Child Protection.

Purpose: Sexual Exploitation and Young People who go missing, remains a

topical area that practitioners are only beginning to gain knowledge and

understanding of. The purpose of this module is to allow practitioners to

reflect on effective strategies in managing the well-being of young people who

may be experiencing this.

Documents needed to support this module: LSCP Sexual Exploitation and

Missing Young People procedures and LAC procedures.

Learning Outcomes: Most Practitioners will be able to recognise signs of

young people experiencing sexual exploitation and be able to support them in

seeking advice and developing effective strategies to keep them safe. Most

practitioners will be confident to make safeguarding referrals and challenge

decision making in this area.

Some Practitioners will be able to quickly identify signs and symptoms of

young people experiencing sexual exploitation and going missing. Some

practitioners will be able to co-ordinate a multi-agency approach to

safeguarding these young people including in-house strategies.

**Case Study:**

Heidi is 15, she has recently started to attend school being dropped off by a

number of unknown males. Her family situation has broken down and her

mother has agreed to her being voluntarily accommodated in Local Authority

care. Heidi regularly truants from school and goes missing from her care

home on a night and weekend. She has twice been found at a known

address with other young girls and males in their 20’s, misusing Cannabis and

alcohol. On the last occasion two of the males were found in a room with

Heidi in what looked to be engaging in sexual acts with her although she

denies this and she has refused to make any complaint. Heidi changes her

image on a daily basis and often has lots of cash in school.

**Discussion Point (Basic)**

Consider the above case study.

Discuss some of the obvious signs of sexual exploitation as well as any other

indicators you would look for.

What strategies would you use with Heidi to get her to engage with you and

help her to understand risk?

Following the most recent incident what would your next course of action be?

What could you do to help Heidi in school and externally?

Consider the LSCP procedures and LAC protocols, what could you do to

progress this situation further?

Which other external agencies might you seek support from?

**(Intermediary)**

Following the most recent incident, you are informed that the police are taking

no further action as Heidi will not make a complaint although they are

continuing to build intelligence. Professionals feel at a loss in how to protect

Heidi.

What would be the next steps?

How and whom could be formally challenged?

What further strategies could be employed to reduce risk?

What legal action, if any could be considered?

**(Extension)**

Consider your experiences of dealing with Sexual Exploitation and Missing

Young People, what have you done that has been effective in this area?

What are your biggest frustrations? Looking at the LSCP procedures in this

area, how effective are they and what would you like to see change?